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AUTHOR Walsh, Richard
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ABSTRACT

This report discusses the Student Academic Services (SAS) project at Eastern New Mexico University. It looks at how student development efforts have been augmented at the university. SAS is based on student development philosophy, fundamental to which is an understanding that the human individual functions as a unit, and his/her diverse features develop in interaction with one another. Therefore the enhancement of both cognitive and affective development should be considered essential to the missions of postsecondary institutions so that self-determination and self-direction can best result. The needs existing on Eastern's campus underlying the establishment of an inter-divisional student development structure were: to improve the academic skills of students; to bring academic units and student services departments closer together; to improve academic advising; to provide assistance to specific groups of students; and to deal with budget reductions. The purposes and goals of SAS are: to provide personal planning and self-development services to students; to integrate advising, counseling, and academic support services; to provide academic advising to undeclared students; to provide career planning materials; and to provide learning aids, tutoring, and consultation. The SAS Center offers a blend of classrooms, tutoring, practical skills laboratories, computers, people, programs, and services. Contains 6 references. (SM)

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STUDENT ACADEMIC SERVICES
ACADEMIC AFFAIRS AND STUDENT AFFAIRS
WORKING TOGETHER FOR STUDENT DEVELOPMENT
AT EASTERN NEW MEXICO UNIVERSITY

by

RICHARD WALSH
EASTERN NEW MEXICO UNIVERSITY

Submitted to:

AASCU
AASCU/ERIC MODEL PROGRAMS INVENTORY PROJECT
One Dupont Circle, Suite 700
Washington, D.C. 20036-1192

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

If student development concepts and theories are going to have the desired impact on students they must be operationalized effectively. This presentation explains how student development efforts have been augmented at one university, Eastern New Mexico University, Portales, New Mexico. It provides the reader with (1) an understanding of the realities, the politics and the frustrations of developing change leading toward student development ideals; (2) knowledge of how one program of student development was implemented; (3) information on how the program operates; and (4) its impact on students.

STUDENT ACADEMIC SERVICES (SAS)

Academic Affairs and Student Affairs

Working Together For Student Development at

Eastern New Mexico University

The challenge issued by Robert Brown (1972, p. 42), "...until student development concepts and programs are fully integrated with the academic program, the total student notion remains a dream, not a reality," deserves a thoughtful response by colleges and universities. Administrators at Eastern New Mexico University have accepted this challenge by developing, implementing and providing facilities for a Student Academic Services (SAS) unit, a fusion of academic instruction and student services. To enable students to receive a quality education and in the process become healthy, functioning human beings requires a carefully constructed milieu involving students, faculty, professionals, and support staff in a unified effort to serve students.

Background

SAS is not presented as a model program, but rather as one university's response to Brown's challenge. This response includes the situational constraints that are involved with change on any campus, such as, differing educational philosophies, internal politics, budget restrictions, facility considerations, and staffing limitations.

Program Philosophy

Student Academic Services is based on student development philosophy, fundamental to which is an understanding that the human individual functions as a unit, and his/her diverse features develop in interaction with one another. Intelligence, feeling, emotion, and action interact as inseparable aspects of behavior. Therefore the enhancement of both cognitive and affective development should be considered essential to the missions of post-secondary institutions so that self-determination and self-direction can best result. Furthermore, and ideally, cognitive knowledge should be integrated with the development of persons in such dimensions as cultural awareness, interpersonal skills and community responsibility.

Participants at the T.H.E. (Tomorrow's Higher Education) Phase II Model Building Conference, held in June of 1974, concluded that the theoretical base of student development is eclectic and included the following aspects:

1. It is a synthesis of constructs, including humanism, life stages and developmental tasks, and behaviorism.
2. It stresses that each individual has the potential to become self actualized as proposed by Maslow and Rogers.
3. It indicates that growth is divided into life stages similar to the theories presented by Erikson,

Havinhurst, Blocher, Piaget, Kohlberg, and Perry.

4. It emphasizes that planning and programming to link the response of organisms to stimuli in the environment as proposed by the behaviorists is an effective way to facilitate changes.

5. Since student development philosophy is not tied to any one theory, it can be applied from various theoretical frameworks (ACPA, July 1975, p. 376).

Developmental Stages of SAS

Five primary needs existed on Eastern's campus which underlined the importance of establishing an inter-divisional student development structure. These were: (1) to improve the academic skills of our students, (2) to bring academic units and student services departments closer together with common objectives, (3) to improve academic advising of students, (4) to provide assistance to specific groups of students, and (5) to deal with budget reductions.

First, the fact that one out of every two freshmen who entered Eastern did not return the following year served as an indicator that we needed to examine what was happening to these students and to take corrective action. We found that many of our students were coming to the university poorly prepared to cope with college-level courses and were having difficulty making decisions pertaining to their educations, their careers, and general life satisfaction. Many of our students come from small towns and villages, a large number come from low income families, and almost 35 percent are ethnic

minorities. Many are first-generation college students who come from backgrounds which typically do not incorporate strong support for education beyond high school. The average ACT composite score of our students is more than three standard scores below the national average.

We came to the realization that bringing our students up to the level necessary to satisfactorily complete college courses and to make wise career-related decisions would require quality time on the part of our faculty and professional staff as well as innovative programming.

The second factor was the need to bring the divisions of Student Affairs and Academic Affairs closer together. Over the years these areas had grown apart, each were absorbed in its own arena. Within the two areas there were duplications and gaps in services, as well as confusion as to who was to do what. If student development was to be meaningfully addressed, something was needed to integrate the efforts of academics and student services around a common objective.

To add to the confusion there were federal programs functioning in both the academic and the student affairs areas which provided services overlapping regular university programs. Experience had shown that committees with representatives from all the "competing" services were not

sufficient to bring the programs close enough together to work effectively.

A third factor, the need to improve and make academic advising more comprehensive, was another driving force for doing more in the development area. It had become clear that attention needed to be given to the way students were being advised. Specifically, the following needed to be addressed: advisor assignments, advisor training, communication of advisory information, monitoring of both generic and specific advising systems operating in the various colleges, and the giving of greater attention to the needs of students who have not declared a major.

Being responsive to the special needs of students from various ethnic backgrounds was a fourth factor. In fact, a group of chicano students who quite forcefully stated their needs was instrumental in bringing the need for change to the attention of administrators of the university. Other students needing attention included the older adults entering the university and the international students.

The fifth incentive for change concerned questions of budget. Eastern was entering a period when there was little or no growth in enrollment and financial resources were scarce. Therefore, although something needed to be done to implement

student development, it had to be accomplished at a time when there were dwindling resources. So the old axiom of "doing more with less" was operative, and some type of consolidation seemed to be an appropriate consideration to be explored.

Key Elements in the Change Process

Change on a university campus can be difficult, and it is important to understand some of the steps and key ingredients involved in the development and implementation of Student Academic Services. We hope that those who are considering major changes may benefit from our experiences.

The needs spoken of earlier were used by the Vice-President of Academic Affairs and the Vice-President of Student Affairs as catalysts for the following events which evolved after many meetings, individual consultations, proposal writing, and some heated debates.

1. One person was appointed as director over an area which would include responsiblities in advising, learning assistance, career services, federal programs in student services, counseling, testing, special services, ethnic affairs, older adult students, handicapped students, basic skills, and developmental studies. The director was to meet regularly with the two vice-presidents and present a plan for developing and

implementing the area consistent with student development theory and practice.

2. A special task force for academic support and student development was formed with the charge to guide the development of the new area which was later to be called Student Academic Services. The task force included the directors from five departments that would be affected by the change, the four academic deans, the president of the student body and the president of the faculty senate. This group subsequently became the SAS Council, through which all policies were to pass.

3. The director was made an associate vice-president, and would serve on both the Academic Council, the highest policy making body for academics, and the Student Affairs Council, the highest policy making body for student services.

4. An Advisory Committee for Student Academic Services was also formed to provide a broad base of input for the new area and to make recommendations for procedures, policies, and services offered through SAS. The committee consisted of five students, four faculty, and one appointment from each of the following areas; Admissions and Records, Financial Aids, Health Services, Housing and Title III.

5. To accommodate the integration of instruction and student services in the developmental studies program a Basic

Skills/Developmental Studies Task Force was created. It was chaired by the Dean of Liberal Arts and Sciences with faculty members from Math, Reading, and English, professional staff from the Learning Center and the Counseling and Testing Office, and three students. This group subsequently developed and implemented courses in basic English, arithmetic, algebra, and reading and developmental courses in study skills and personal growth .

6. A written matrix management agreement was developed which clearly defined the areas of authority and control. This statement showed the specific instructional responsibilities of Academic Affairs, the service responsibilities of Student Affairs, and those responsibilities that were to be shared. Matrix management agreements became a regular part of all activities which involved the cooperative efforts of two or more divisions of the university.

7. Because of the complex dynamics involved in making such a major change which included both Academic Affairs and Student Affairs the name of the new area was quite important. We understood that if our project was to work, every effort had to be made to facilitate the two areas to working in a collaborative and integrated manner. Including both the "service" and the "academic" aspects in the title of the new

area seemed to be a way to solidify this commitment. Input was solicited from the faculty senate, student government, the President of the university, the Vice-presidents, and the deans. The SAS Council selected "Student Academic Services" from a long list of suggestions.

8. Verbal and written commitments were given by the President, Executive Vice-President, and the Vice-President of Student Affairs. The Executive Vice President of Academic Affairs wrote a very comprehensive memo to all Academic Affairs and Student Affairs unit heads stating the background of the need for a cooperative effort to meet the academic and personal development needs of our students, what the reorganizational plans included, what his role was and that of the Vice-President for Student Affairs, and a call for cooperation and commitment to the new plan. Both Academic Affairs and Student Affairs administrators stated their beliefs that quality education is enhanced through supplementing good instruction with good student services and that the two divisions were being brought closer together to insure that our students would receive the services they needed.

9. The consolidation of developmental services which were under Academic Affairs with those under Student Affairs into one unit was very important toward melding student services with academics.

10. Budgets for Student Academic Services would be allocated from both Academic Affairs and Student Affairs. Thus, the director of the unit would have accountability to two vice-presidents. This sounds like an unwieldy situation but it has turned out to be very important to the success of the cooperative endeavor. It has been said, "where there is money there is power," and when both areas have financial participation there follows a vested interest. Efforts that break with tradition sometimes require unusual actions and risks to enhance the success of the intended change. Matrix management arrangements with written agreements that stated primary and shared responsibilities of the organizational divisions helped to make a workable program.

11. The commitment to locate all of the developmental programs of Academic Affairs and Student Affairs in one facility was also a key factor enhancing the integration of academics and student services. This commitment led to a 1.9 million dollar capital outlay project to completely renovate an existing building into a Student Academic Services Center, bringing all of the developmental services under one roof in one of the most beautiful and functional buildings on campus.

12. A commitment to good communication has helped bring the two areas closer. The assessments, planning, programming

and evaluations of the SAS area are well communicated. One way this has been facilitated was by hiring, on a quarter-time basis, one of the most respected faculty members on our campus. This individual serves as the Director of our Advising Center and advisor to the SAS area. He attends every staff meeting and council meeting and is an extremely valuable member of the team. The importance of this individual to our efforts cannot be over emphasized. His counsel, energy, and attitude have been vital to the success of the area.

Purposes and Goals of SAS

Purposes and goals have been in place and in writing from the inception of SAS. The purpose of SAS is to integrate student developmental services with the academic programs so that students can master increasingly complex developmental tasks, achieve self direction, and maximize their personal and educational development through university experiences. Thus, SAS exists to serve students and faculty by fusing academic instruction and student services together to enable students to receive a quality education. To support this purpose, the goals of SAS are:

1. To integrate advising, counseling and academic support services to serve more students better;
2. To provide personal planning and self development services for students;
3. To provide effective academic advising for undeclared students and help to promote effective advising for all students;

4. To provide learning aids, tutoring, and consultation to supplement classroom teaching;

5. To provide career planning materials and consultation for students.

The departments in Student Academic Services prepare their objectives each year consistent with this purpose and these goals.

Program Components

With the decision to create Student Academic Services, Academic Affairs and Student Affairs made a commitment to physically bring the services together. The services were originally scattered in three different locations on campus. By bringing the departments together under one roof, services could be administered more effectively and efficiently. Better communication between units would be possible, facilitating adaptation to the change. The previously existing need to renovate an older building was matched with the programmatic need of bringing the developmental services in physical proximity of one another.

With the new SAS Center and the organization within it, Eastern has been able to accomplish something that many other universities have been unable to achieve. Classrooms, tutoring, practical skills laboratories, computers, people, programs, and services have been blended in such a way that students receive a broad base of quality services with little

worry of having some type of stigma attached to them. The natural flow of students with different levels of abilities coming in and out of the Center has been built into the programs and services offered within the facility. This becomes apparent as you read what is included in the Center: (a) there are three classroom through which courses in English, reading, micro-computers, study skills, and student development are taught; (b) more than one hundred student workers from all four of our colleges provide services for students and assistance to our offices; (c) tutoring is provided in groups, individually, through drop-in sessions and through supplemental instruction labs; (d) there is a learning asssistance and practical skills laboratory and two micro-computer labs; (e) faculty and professional staff offices are housed in the Center; (f) there is a personal development library, testing service, counseling service, and academic advising; (g) academic exploration and career services are provided; (h) services for the handicapped, older adults, minority students, and international students are given through the Center; (i) changes that students wish to make in their major or minor are processed in the facility; (j) reading education and developmental reading programs are offered; (k) faculty senate offices are housed in the center; and (l) two conference and meeting rooms are provided. A strong feature of the SAS Center

is a beautiful two story commons area with a fireplace, seating area, and lounge, surrounded by many living plants to provide a pleasant and inviting environment for students, faculty, and staff. All departments relate to this central lobby in some manner. Students enjoy using the commons and adjoining coffee room to take a break from their academic studies. (See Addendum "A" for a description of specific departmental components.)

Program Evaluation

The fact that we are having an observable positive impact on the academic and personal lives of our students is certainly our most rewarding achievement. The following description of one of our programs, a course called "Student Development," will illustrate our approach to dealing with the "whole student" as intended under student development ideals, and will also indicate some of our successes.

The course is taken by approximately four hundred and fifty of our nine hundred and fifty entering freshmen each year. It involves groups of approximately fifteen students who meet with a professional staff member for two one-hour sessions per week for ten weeks. It is taught by utilizing group dynamics processes and provides a means by which students are assisted in helping themselves to: (a) better understand the nature and purpose of higher education, (b) clarify their

values, goals and better understand themselves as persons, (c) determine or clarify an educational plan which is consistent with the students' interests, abilities, and life goals, (d) integrate educational, life and occupational goals, (e) become informed about educational requirements, regulations, policies and procedures, and (f) utilize the resources available at the university for assistance with personal, academic and career goals.

The student development course was first offered through a tightly controlled experimental study. Students who participated in the student development experience had significantly higher grades, higher scores of satisfaction with their college experiences, and higher manifested self-concept gains than did the students in the control group. Subsequent studies have also shown that the students who participate in the student development program also are less likely to leave school.

This program accentuates what we are trying to accomplish with all of our programs, namely helping students to help themselves master increasingly complex developmental tasks through addressing both cognitive and affective dimensions of the student's development.

We are pleased that participation in, and evaluation of, our tutoring program, study skills classes, and university skills courses are very high. The average reading level of students completing our one semester university skills reading classes shows an improvement of approximately two years. When two hundred randomly selected student users responded to a questionnaire evaluating our services, there were 3,012 favorable responses, compared to 218 unfavorable responses.

From the profile of students who have not declared a major, one would expect their attrition rate to be very high. The majority of undeclared students at Eastern are less prepared for academic pursuits and have lower ACT scores than their declared counterparts. They are undecided on a major because: (a) they have failed to see how they can use their skills and talents in a career; (b) they often come from homes where they have not been encouraged to make decisions; (c) they tend to have parents who did not emphasize the value of a college education; (d) their lifestyles have tended not to demand that they meet deadlines or assume the responsibility for managing their own lives. These students need more assistance than the average declared student. We are pleased that our Advising Center has implemented aggressive measures to help the undeclared students. The program starts prior to their arrival on campus and continues until they have declared

a major or leave the university. It consists of regular communication through a newsletter called "Eastern Episodes," through the assignment of specially trained advisors, through intrusive advising contacts for academic planning and through the provision of extra services in career and life planning. These efforts have made steady contributions toward increasing the retention rate of undeclared students.

Through the following publications and activities the Advising Center has greatly contributed to improving the overall quality of advising at Eastern: (1) "Campus Compass," a comprehensive student handbook that includes information for academic planning; (2) Advisor Handbook; (3) Advising Policy; (4) "Eastern Episodes," a newsletter for undeclared students; (5) "Degree Checklists," course planning guides on all majors at the university; (6) "SAS Newsletter," a communication organ for the departments in SAS; (7) "Advis-o-Gram," a means of relaying upcoming events and announcements of changes in policies and procedures; (8) Advising workshops for faculty advisors; and, (9) Academic Planning, an intrusive advising session for all new incoming students.

There is a mutual acceptance between academicians who participate in decision making in the student services areas and those in student services who participate in the decision making activities of academics. This working partnership, as

opposed to the all too typical indifference or hostility between such groups, is an excellent indicator of success in the effort to bring Academic Affairs and Student Affairs closer together for student development.

Student Academic Services (SAS)

The purpose of SAS is to integrate student developmental services with the academic program so that students can master increasingly complex developmental tasks, achieve self direction, and maximize their personal and educational development through university experiences.

Dick Walsh, Associate Vice-President
Director of SAS

Vern Witten, Faculty
Advisor for SAS

SAS CONSISTS OF FIVE DEPARTMENTS

1. ADVISING AND ACADEMIC SUPPORT
2. LEARNING SUPPORT: MICROCOMPUTER LAB/PEER TUTORING
3. COUNSELING AND TESTING (Support Services)
4. PLACEMENT AND COOPERATIVE EDUCATION
5. TRIO PROGRAM

ADVISING AND ACADEMIC SUPPORT

SAS Center, Room 107, 562-2440

Advising and Academic Support serves as the unit of Student Academic Services which coordinates the efforts between Academic Affairs and Student Affairs to assist students in maximizing their personal and educational opportunities.

Advising Services

1. A multi-faceted program of academic advising for students with less than 30 hours who have not declared a major.
2. Conducts Advisor workshops to increase advising effectiveness.
3. Coordination of campus-wide advising.
4. ACS 101, a course in student development and study skills.
5. Coordination of campus-wide Student Transfer of Academic Records.

Director of Advising/Academic Support: JoAnn Gibson

COUNSELING AND TESTING

SAS Center, Room 107, 562-2441

Counseling and Testing offers personal, academic, and career counseling to students needing assistance in reaching their goals. The Department works cooperatively with the university to fully utilize all available services and resources to meet the student's needs.

Counseling & Testing offers various interest and career tests to assist students in making occupational choices. Written reference material is available on specific occupations. Students may also take advantage of the Guidance Information System which can provide information about occupations, two and four year colleges, graduate and professional schools and financial aid sources.

The Counseling and Testing staff also administers the CLEP examination and acts as a national test center for NTE, ACT, GRE, GMAT, LSAT, and MCAT.

Programs Available in Counseling and Testing

Support Services	A federal program designed to assist disadvantaged students through counseling and guidance. Peer counseling, services for the handicapped, and tutorial assistance is also available.
Ethnic Programs	Black Affairs, Chicano Affairs, Native American Affairs and International Student Relations.
Adult Re-Entry	A student operated program for older students.

Director of Counseling and Testing: Dr. Gordon Mack
Director of Trio: Eddy Garcia

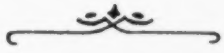
LEARNING SUPPORT/MICROCOMPUTER LAB/PEER TUTORING

SAS Center, Room 137, 562-2284

The Learning Lab provides resources to help students develop effective study and life skills. Through cassette tapes, slide presentations, computer programs, video tapes, students can sharpen their skills in the following areas:

- --study and time management
- --classroom tapes
- --national and professional tests
- --memory and concentration skills
- --speed reading and comprehension
- --listening and note taking
- --writing assignments
- --vocabulary and spelling
- --personal development

A Microcomputer Instructional Laboratory, composed of Apple II and MacIntosh computers, is located within the Learning Lab. An instructional resource for ENMU faculty and students, the Micro Lab is available for classroom use as well as student access for homework, word processing and recreation. Tutorial software programs are available to teach beginners how to use the computers, and laboratory assistants are on duty during student access hours.



TUTORIAL SERVICES

SAS Center, Room 151, 562-2280

Tutoring services are free of charge and available to ALL undergraduate students seeking assistance. Tutoring is available in a wide variety of disciplines including English, Mathematics, Science, Business, and Social Studies.

Services Offered:

A. One-on-one tutoring on a drop-in basis
B. Study groups for math, statistics, and sciences

Director: John Lowry

PLACEMENT AND COOPERATIVE EDUCATION

SAS Center, Room 214, 562-2211

Placement Services help students to assemble a written profile of themselves including transcripts, personal references, and a resumé, which make up credentials be released to employers. Students are encouraged to register with our office two semesters prior to graduation in order to be ready to interview with all of the many appropriate employers who schedule on-campus interviews each year. We publish a monthly bulletin containing interviews scheduled and all other vacancy notices we receive.

The Cooperative Education Program provides students with an opportunity to enrich their academic background with practical work experience for job placement after graduation. The program provides opportunities for work experience on both local and national levels with employers in industry, government, and various professions. This previous work experience greatly enhances the new graduate's employment opportunities.

Director: Dr. JoNell Brooks

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